

## 1. What Is Fluency?

Reading fluency is the ability to read with comprehension, accuracy, speed, and expression. According to the National Reading Panel (2000), fluency is an essential element of reading instruction. Over the last two decades, the concept of fluency has been extended to include comprehension processes (Samuels, 2002). "After it is fully developed, reading fluency refers to a level of reading accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody [expression]; and where attention can be allocated to comprehension" (Wolf & Katzir-Cohen, 2001, p. 219).

Although fluency pertains to both oral and silent reading, fluency is often associated with oral reading, because teachers can observe accuracy by recording the number of miscues the student makes while reading and can also note the student's rate, phrasing, and expression. Generally, it is assumed that oral reading is similar, but not identical, to students' silent reading. Speed and comprehension can be evaluated in both oral and silent reading. You might find it useful to think of fluency as having four components: 1) speed, 2) accuracy, 3) appropriate expression [prosody], and 4) comprehension. See Figure 1.1.

**Comprehension** refers to understanding. Without comprehension, reading is merely word calling or barking at print. Comprehension is usually evaluated through retellings, answering questions, discussions, drawing/art, dramatic interpretation, or some combination of these methods. Fluency is related to reading comprehension, so helping students read quickly, accurately, and smoothly helps improve comprehension (Kuhn & Stahl, 2004; National Reading Panel, 2000; Pikulski & Chard, 2005; Pinnell, Pikulski, Wixson, Campbell, Gough, & Beatty, 1995). In some schools and classrooms, however, so much emphasis is placed on speed and accuracy that comprehension suffers. Applegate, Applegate, and Modla (2009) found that one-third of the strong, fluent readers in their study "struggled mightily with comprehension" leading to the conclusion that many of the students "had been judged strong readers on the basis of their pacing [speed], accuracy, and prosody [expression] alone" (p. 518).

**Accuracy** means that the student recognizes most words automatically with little effort or attention (Samuels, 2002). It should be expected that students will make some miscues (for example, mispronouncing, omitting, or inserting words) during reading. If the student misses more than 10% of the words in a passage (one word in ten), the text or material is probably too difficult to use for instruction (Johns, 2008).

**Speed** refers to rate of reading, usually determined in words per minute (WPM) or words correct per minute (WCPM). "A consensus exists among researchers that reading rate is a crucial factor in determining reading fluency at all levels" (Breznitz, 2006, p. 9). "WCPM has been shown . . . to serve as an accurate and powerful indicator of overall reading competence, especially in its strong correlation with comprehension" (Hasbrouck & Tindal, 2006, p. 636). In the answer to question 4, we will show you how to determine a student's reading speed or rate.

**Appropriate expression** means that the student uses phrasing, tone, and pitch so that oral reading sounds conversational. Prosody is the term commonly used for these elements (Dowhower, 1991). Note the slashes in the following sentence; they provide an example of what proper expression would approximate when read aloud.

*The frisky dog/ ran quickly/ to the front door.*

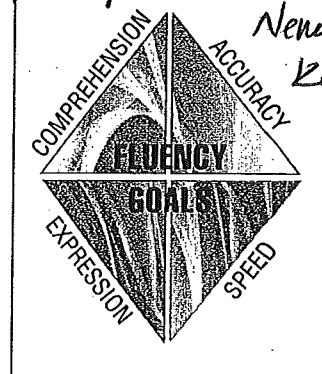


Figure 1.1. The Components of Fluency

Fluency is related to reading comprehension.

Reading rate is a crucial factor in determining reading fluency at all levels.

Fluency is a critical component of skilled reading.

## 2. Why Is Fluency Important?

In essence, students who are fluent readers are better able to devote their attention to comprehending the text. LaBerge and Samuels (1974) presented the basic theory underlying fluency. A student has only so much attention to focus on comprehension. As more and more of that attention is devoted to recognizing words, the result is likely to be limited reading fluency and comprehension. Fluency, then, generally results in increased comprehension.

There are other reasons why fluency is important. Students in elementary, middle, and high school who experience difficulty in reading, for the most part, lack fluency. To help students who struggle in reading, attention in the instructional program should be devoted to fluency. "It is generally acknowledged that fluency is a critical component of skilled reading" (National Reading Panel, 2000, p. 3-1). For example, Shanahan (2000a), in his framework for literacy instruction, identifies fluency as one of the major components. Heilman, Blair, and Rupley (2002) also identify fluency as a major instructional task. Fluency with text also helps to affirm and support the student's positive perception as a reader. Students who are fluent "can process more words and more text," and more reading promotes greater reading growth (McCormick, 2007, p. 256).

TABLE 1  
Silent Reading Rates  
for Students Who  
Understand the Material

GRADE	WPM
1	<81
2	82-108
3	109-130
4	131-147
5	148-161
6	162-174
7	175-185
8	186-197
9	198-209
10	210-224
11	225-240
12	241-255

## 3. Does Fluency Apply to Silent Reading?

Yes. As discussed earlier, fluency is often thought about in relation to oral reading; nevertheless, fluency is also important in silent reading if students are to be efficient and effective readers. Silent reading also becomes more important as students progress through the grades. Ultimately, most of the reading done by students and adults is silent reading. Because silent reading is used so commonly, the rate at which students comprehend is an important instructional consideration.

Carver (1989) has provided some helpful information on silent reading rates. The figures he provides are the average reading rates of students in a particular grade who can understand material at that grade level. Note that rate is considered in tandem with comprehension or understanding. Carver presents his rate figures in standard word lengths, but you can determine a student's rate (which we answer in the next question) and compare it to the figures in Table 1. Such a comparison will give you an indication of how the student's rate compares with the rates at which average students in a particular grade read with understanding.

## 4. How Is Rate of Reading Determined?

Reading rate is often reported in words per minute (WPM) or words correct per minute (WCPM). The same basic procedure can be used for oral and silent reading. Basically, the procedure involves having the student read a selection while you time the reading, using a stopwatch or a watch with a second hand. The following steps will permit you to determine a student's rate of reading in WPM. See the example in Figure 1.2 on the next page.

1. Count or estimate the number of words in the selection. If the passage is short (175 words or less), actually count the words. If the passage is longer, you can estimate the number of words by counting the number of

words on a representative line of text and counting the number of lines. Then you multiply the two numbers to get an estimate of the number of words in the passage. For example, if there are 30 lines in the passage, with 10 words on a representative line, there would be approximately 300 words ( $30 \times 10 = 300$ ) in the passage.

2. Multiply by 60 ( $300 \times 60 = 18000$ ). This step is necessary to determine WPM.
3. This numeral becomes the dividend (18000).
4. Time the student's reading in seconds (e.g., 90 seconds).
5. This numeral becomes the divisor (90).
6. Do the necessary division. The resulting numeral is the quotient, which is words per minute (WPM).

#### EXAMPLE

1. 300
2. 18000
3.  $\overline{)18000}$
4. 90
5.  $90 \overline{)18000}$   
200 WPM
6.  $90 \overline{)18000}$   
180

Figure 1.2

If the resulting numeral is based on silent reading, use Table 1 from question 3. If the student reads orally, use Table 2 presented in the answer to the next question.

You will notice that Table 2 on page 6 uses words correct per minute (WCPM) in reporting oral reading rates. To determine WCPM, follow the same six steps outlined above. Once you determine WPM, total and subtract the number of mispronunciations, substitutions, omissions, reversals, and pauses on words for at least three seconds (pronounce the word for the student after three seconds). The result will be WCPM. For example, if a student achieves a rate of 137 WPM but makes two mispronunciations, one substitution, and two omissions, there are five miscues. You merely subtract these five miscues from 137. The result is 132 WCPM.

## 5. What Oral Reading Rates Are Provided by Research?

The answer to this straightforward question is more complex than it appears. One reason for this complexity is that there is no consensus in the literature (Bear & Barone, 1998; Rasinski & Padak, 1996). Another reason is that classrooms and schools can differ in many variables that impact so-called average oral reading rates. Perhaps the best advice is to develop local norms for different grade levels. Such advice, however, means more work for school personnel. The results of such efforts, if undertaken in a thoughtful and consistent manner, will provide meaningful and useful data. To help teachers who may not have the time or desire to establish local norms for oral reading rates, we provide norms for grades one through eight.

Norms (see Table 2) provided by Johns (2008) were based on four sources of information. The first was a five-year study by Forman and Sanders (1998) which established norms for first-grade students. Over 3,500 scores were obtained from students who took part in their study. These students were from a large suburban school district whose students score considerably above average on state and national reading assessments. Norms were provided for three points of the school year.

The second source was a study by Hasbrouck and Tindal (1992). Their study involved over 7,000 scores from students in grades two through five who read passages at sight for one minute from their grade-level texts, regardless of the students' instructional levels. Because most classrooms have students who rep-

TABLE 2

## Oral Reading Norms for Students in Grades One through Eight

GRADE (N)	PERCENTILE	FALL		WINTER		SPRING	
		N	WCPM	N	WCPM	N	WCPM
1 (74,623)	90	2,847	32	33,366	75	38,410	105
	75		14		43		78
	50		7		22		50
	25		2		11		27
	10		1		6		14
2 (99,699)	90	29,634	102	33,683	124	36,382	141
	75		77		99		116
	50		50		72		89
	25		24		44		62
	10		12		19		34
3 (96,460)	90	29,832	128	32,371	145	34,257	161
	75		100		119		137
	50		72		91		107
	25		46		60		78
	10		24		36		47
4 (87,436)	90	29,609	144	27,373	165	30,454	180
	75		119		139		152
	50		94		111		124
	25		69		86		99
	10		42		60		72
5 (82,073)	90	28,510	165	25,229	181	28,334	194
	75		137		155		167
	50		109		126		138
	25		85		98		108
	10		60		73		81
6 (57,575)	90	18,923	177	17,668	194	20,984	204
	75		153		166		178
	50		127		140		150
	25		98		111		122
	10		67		81		93
7 (29,135)	90	10,687	176	7,313	188	11,135	200
	75		154		162		176
	50		127		134		150
	25		102		108		122
	10		79		86		97
8 (24,105)	90	8,674	183	5,986	193	9,445	198
	75		160		168		176
	50		130		142		151
	25		104		112		124
	10		79		84		97

N: Number of student scores

WCPM: Words correct per minute



resent a wide range of reading levels, their procedure resulted in some students reading passages that were presumed to be easy (independent level), while other students were asked to read passages that would be too difficult (frustration level). The norms provide words correct per minute at the 75th, 50th, and 25th percentiles for students in grades two through five at three points (fall, winter, and spring) in the school year.

The third source of reading fluency data was gathered beginning in 1999 and ending with the 2002–2003 school year ([www.edformation.com](http://www.edformation.com)). Over 240,000 scores for students in grades one through eight who read passages for one minute were analyzed. The passages were at grade level, which meant that they were easy for some students and difficult for other students. Separate norms were calculated for each of the four school years. The resulting norms for each year provide words correct per minute at the 90th, 75th, 50th, 25th, and 10th percentiles at three points (fall, winter, and spring) of the school year.

The fourth source of data was a follow-up study by Hasbrouck and Tindal (2006) using over 297,000 scores obtained from students in grades one through eight. Students represented all achievement levels, including those identified as gifted or reading disabled. English Language Learners (ELLs) who were receiving reading instruction in a regular classroom were also included in the data. Schools and districts from 23 states used curriculum based measures (CBMs) for the assessment. This procedure resulted in some students being asked to read materials at their frustration levels. Norms were compiled for students performing at the 90th, 75th, 50th, 25th, and 10th percentiles at three points throughout the school year, fall, winter, and spring, with the exception of grade one (which reported students' fluency norms for only the winter and spring).

All these data were thoughtfully studied, analyzed, and compiled using professional judgment (see Table 2). The resulting table is intended to provide helpful information to teachers who desire to have some guidelines for students' reading rates. Because the norms are in words correct per minute (WCPM), comparing them to words per minute (WPM), as one method suggested in this book, means that there is a slightly different basis for comparison. Comparisons can still be done and subsequently used to make informal appraisals regarding students' rates of reading. Remember that the rates in Table 2 are more conservative than the rates determined by the WPM method. The percentiles within each grade level can be used informally to help you track and monitor student progress in rate within a particular grade throughout the school year.

In recent years, there has been mention of desired reading rates for various instructional levels or rate "targets" for average students in various grades. Using the sources of information previously described, Table 3 was developed. A recent technical report (Behavioral Research and Teaching, 2005) reported very similar findings at the 50th percentiles for the same grade levels. This table provides rate "targets" for average students at three points in the school year. These numbers are less than the "challenging" rates created by Carnine, Silbert, Kame'enui, and Tarver (2004, pp. 192–193) based on students who were performing very well on standardized tests. They argue that helping students achieve high rates of fluency in the early grades leads to more reading by the student and makes school a more enjoyable experience. Keep in mind that the "targets" are best used informally to determine students' progress in comparison with the so-called average students. Based on the data for grade six and beyond, the target rate for the spring of the year levels at 150 words correct per minute.

Over 550,000 student scores were used to establish the oral reading norms.

Norms provide helpful information to teachers who desire some guidelines for students' reading rates.

TABLE 3

Mean Words Correct Per Minute "Targets"\* for Average Students in Grades One through Eight

GRADE	FALL "TARGET"	WINTER "TARGET"	SPRING "TARGET"
1	Not Applicable	20	50
2	50	70	90
3	70	90	110
4	95	110	125
5	110	125	140
6	125	140	150
7	125	140	150
8	130	140	150

\*"Targets" are reported in round numbers.

Expecting all students to reach the target is unrealistic.

Because of individual differences in student ability and learning rates, expecting all students to reach the target is unrealistic.

## 6. How Should the Norms for Oral Reading Be Used?

The information in Table 2 can provide one basis for judging students' rates, but there are several important points to keep in mind when using the oral reading norms provided in this book or from other sources.

First, and most important, oral reading rates should not be considered synonymous with fluency. Rate is *one* of the four components of fluency; the other three are accuracy, expression, and comprehension. Failure to take each of these components into account can lead to distortions of a more complete construct of fluency (Rasinski, 2006). For example, a student who has a high reading rate with minimal comprehension will need a different sort of instruction than a student with a slow reading rate who has excellent comprehension. Even a student who reads orally very quickly with good comprehension may need some instruction on expressive oral reading, perhaps using strategies like Super Signals (page 65), Say it Like the Character (page 100), and Guess the Emotion (page 102). An expansion of these ideas can be found with the six reader types introduction on page 26.

Second, there are several important variables that can impact fluency—such as the type of text. Texts can be broadly characterized as narrative and informational. It is likely that a student will have more fluent reading with a story than with a selection from informational text (e.g., science and social studies). The student's purpose for reading may also impact fluency. The common one-minute reads used by many schools to determine rate may predispose some students to get through the passage quickly without a concern for accuracy, expression, and/or comprehension. In addition, the sustainability of a particular rate during "normal" reading is probably suspect. Prior knowledge is another variable that influences fluency. The student who possesses an extensive amount of knowledge about a particular topic will likely have an advantage over the student whose background knowledge is severely limited. Unfortunately, fluency norms give no attention to these important variables, so it is up to you to be mindful of them when assessing oral reading rate and using fluency norms.

Oral reading rates should not be considered synonymous with fluency.

Finally, it is vital to recognize that an instructional program should be based on a deep construct of fluency. Pikulski and Chard (2005) identify nine areas that should be included in such a program. See Chart 1 on the next page. Our adaptation of their ideas follows: 1) graphophonic (phonics, phonemic awareness) foundations; 2) building sight vocabulary and building oral language skills; 3) providing instruction in the acquisition of a basic sight vocabulary; 4) teaching common words and spelling patterns; 5) teaching, modeling, and providing practice in helpful decoding strategies; 6) using appropriate instructional level texts to teach fluency; 7) using repeated reading procedures (Echo Reading, Readers Theater, Structured Repeated Reading, etc.), especially for readers who struggle; 8) encouraging wide independent reading (Read and Relax, Sustained Silent Reading); and 9) using appropriate assessment procedures to monitor fluency development (narrative and informational passages). Chart 1 on the next page identifies strategies in *Fluency* for each of these areas.

## 7. What Are Some Ways to Assess Fluency?

"In many schools across the nation, reading speed and accuracy is being regularly assessed but fluency development is not" (Allington, 2009, p. 50). To help remedy this situation, we suggest a combination of quantitative (numbers) and qualitative (behaviors) criteria. There are often numbers related to reading rate expressed in words per minute (WPM) or words correct per minute (WCPM). Tables 1 and 2 contain numbers that can be used in a quantitative manner. You can also keep track of how accurately a student reads by counting the number of miscues (e.g., mispronunciations, repetitions, insertions, substitutions, and omissions) made during the reading of a passage. You should also assess the student's comprehension by asking comprehension questions, using retelling, or a combination of questions and retelling. The method of Structured Repeated Reading, described in Part 2 of this book, offers one way to help judge a student's progress as the same passage is reread over a period of days.

Examples of qualitative behaviors that can be noted are listed below.

- ❖ voice quality
- ❖ expression and emphasis
- ❖ phrasing and pauses
- ❖ appropriate attention to and use of punctuation

Some teachers develop informal fluency rubrics that can be used to judge aspects of fluency. We have provided three such rubrics in Part 3 that you may wish to use. The first is a Four-Point Fluency Rubric (Johns, Berglund, & L'Allier, 2007) that contains both quantitative and qualitative criteria based on a deep construct of fluency components (i.e., comprehension, accuracy, speed, expression). The second fluency rubric (Four-Point Fluency Rubric for Oral Reading) focuses specifically on oral reading behaviors (i.e., rate, expression, phrasing, punctuation). The third fluency rubric is used in the National Assessment of Educational Progress (Holistic Oral Reading Fluency Scale) and also focuses on oral reading.

Part 3 of this book also contains some graded passages that can be used for fluency checks and progress monitoring. These passages range in difficulty from first grade through eighth grade. Use these fluency assessments with individual students or as part of the Classroom Fluency Snapshot in Figure 1.3. These pas-

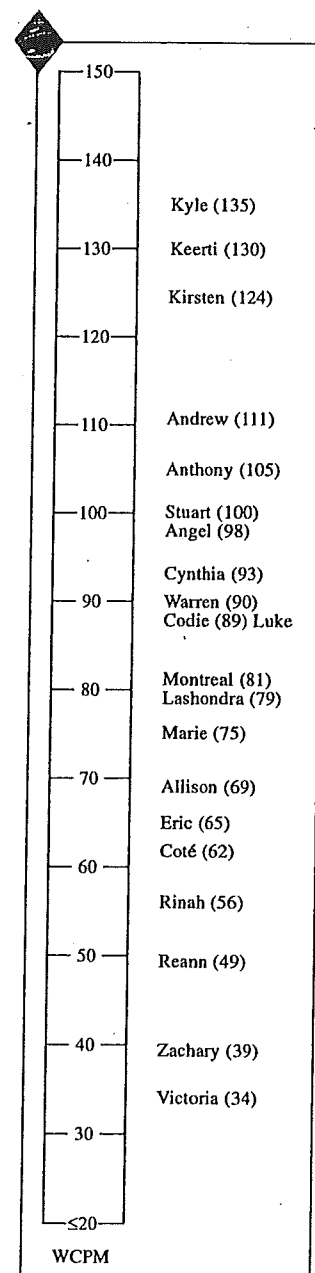


Figure 1.3. Classroom Fluency Snapshot

## Incorporating Fluency into the Instructional Program

ELEMENTS OF THE INSTRUCTIONAL PROGRAM INCORPORATING FLUENCY (Pikulski & Chard, 2005)	FLUENCY: DIFFERENTIATED INTERVENTIONS AND PROGRESS-MONITORING ASSESSMENTS (Johns & Berglund, 2010)
Graphophonic (phonics, phonemic awareness)	Phonemic Awareness (pages 42–43) Phonics Instruction and Practice (page 51) Context Instruction and Practice (pages 54–55)
Building Sight Vocabulary and Oral Language Skills	Word Identification (pages 51–55) Basic Sight Vocabulary (pages 44–45)
Providing Instruction in Sight Vocabulary	Basic Sight Vocabulary (pages 44–45)
Teaching Common Words and Spelling Patterns	Word Identification (pages 51–55)
Teaching Decoding Strategies	Word Identification (pages 51–55)
Using Appropriate Instructional Level Text	Foundational Principles and Differentiating Fluency Interventions (page 22)
Using Repeated Reading Procedures	Structured Repeated Reading (pages 82–84) Simplified Repeated Reading (page 85) Student Self-Managed Repeated Reading (pages 86–91) Tape, Check, Chart (pages 92–93) Klassroom Karaoke (pages 97–98) Just Joking (pages 106–108) Performance Poetry (pages 111–112)
Encouraging Wide Independent Reading	Read and Relax (pages 114–116) Sustained Silent Reading (pages 117–120)
Using Appropriate Assessment Practices	Passages and Resources for Fluency Checks and Progress Monitoring (pages 133–189)

Chart 1





sages also have provisions for you to evaluate comprehension and expression in addition to speed and accuracy. Refer to Part 3 in this book for specific directions and suggestions for using the graded passages.

The Classroom Fluency Snapshot (CFS), developed by Blachowicz, Sullivan, and Cieply (2001) and expanded by Moskal and Blachowicz (2006), offers another way to assess fluency. This assessment shows clearly how a student's reading rate compares with others in the classroom. The CFS can be used in the fall of the school year to help establish baseline data for the class. Subsequent snapshots can be used throughout the year to measure and monitor student progress. The chart in Figure 1.3 on page 9 shows an example from a second-grade classroom. Charts for your use can be found in the Resources for Part 3. Below is an adapted step-by-step procedure for using the CFS with a class of students.

1. Select a passage that is representative of the material you will use for instruction or use one of the passages provided in Part 3. All students will read the same passage, so make sufficient teacher copies for your use. The majority of students should be able to read the passage with at least 85% to 90% initial accuracy. Choose a passage that will take students one or two minutes to read. Although the passage will be difficult for some of your poorer readers, you will be able to establish baseline data for the entire class.

### Materials Needed

- ❖ the copy of the passage for the student to read.
  - ❖ a copy of the passage on which you will mark miscues (any deviation from what's written) such as omissions, insertions, mispronunciations, ignoring or adding punctuation, and words pronounced after waiting three seconds. You may mark the actual miscues where they occur in the text if you are familiar with coding miscues or use a running record procedure. If you are not experienced with coding miscues, merely make a check mark over each miscue. A method for coding miscues can be found on page 138.
  - ❖ a stopwatch, timer, or a watch with a second hand to time the student's reading.
  - ❖ a tape recorder or digital voice recorder if you wish to do the analysis later or recheck your coding of miscues and the number of seconds taken for reading.
2. Invite individual students to read the passage to you. You could offer an introductory statement like: "Please read this passage about \_\_\_\_\_ at a speed that's just right for you. Read as accurately as you can. When you have finished reading, I'll ask you a few questions (or I'll ask you to retell what you have read)." At the end of one minute, make a mark after the last word read by the student. Invite a short retelling or ask some questions based on the selection.
  3. Count the number of words read in one minute and then subtract the number of miscues (e.g., mispronunciations, substitutions, omissions, reversals, and ignored punctuation). An easy way to determine word counts is to place a numeral at the end of each line to indicate the cumulative number of words. Use this information to quickly determine the number of words the student read and then subtract the number of miscues to determine words correct per minute. A partial sample is shown in Figure 1.4.



**At the Farm**

*wanted*

Sue was visiting her grandparents' farm for a week. She decided to have a picnic in the woods. She packed a lunch with a peanut-butter and jelly sandwich, an apple, 15

*The*

When she remembered Jane. She ran back to the house and got Jane, her favorite doll. 31

*end of*

*one minute*

Name Stacy Date 9 - 29 -10

Total Words Read 95 Additional Notes/Comments: *good phrasing*

Number of Miscues 2

Words Correct per Minute 93

Figure 1.4

4. Compile the results for all the students on a sample chart like that shown in Figure 1.3 on page 9 to see the range of rates in your class and to help determine which students might profit from instruction to increase fluency. Repeating the process several times during the school year (see Figure 1.5 on page 13) with the same or different passages should enable you to assess individual and class progress. There are two blank charts provided for your use in the Resources for Part 3. One chart is for the primary grades; the other chart is for the upper grades. They can be used to chart classroom data in a manner similar to that on page 13.

## 8. What's Wrong with Round-Robin Oral Reading?

Round-robin oral reading is "the outmoded practice of calling on students to read orally one after the other" (Harris & Hodges, 1995, p. 222). It often refers to oral reading done at sight in the context of whole class or small group instruction and looks something like this: "Class, turn to page 53 in your books. José, you begin reading. I want the rest of the class to follow along." As José reads, some students are reading ahead, some are actually following along, and others are looking out the window or daydreaming. You may even recall some of your own experiences with round-robin oral reading. Rarely are positive comments shared about the practice (Johns & Galen, 1977).

So what's wrong with round-robin oral reading? Ash and Kuhn (2006) note that "it runs counter to research on good literacy instruction" (p. 156). Here's our list of common objections to the practice:

- ❖ It focuses mostly on oral reading performance, rather than understanding.
- ❖ It rarely engages students (except the student who is reading).
- ❖ It has little connection to reading in real life.
- ❖ It reduces the time that could be better spent on quality instructional practices.
- ❖ It teaches students very little.
- ❖ It is embarrassing to poorer readers.

Round-robin oral reading rarely fulfills the purposes of oral reading.

## Reading Rates in WCPM for a Grade Two Classroom

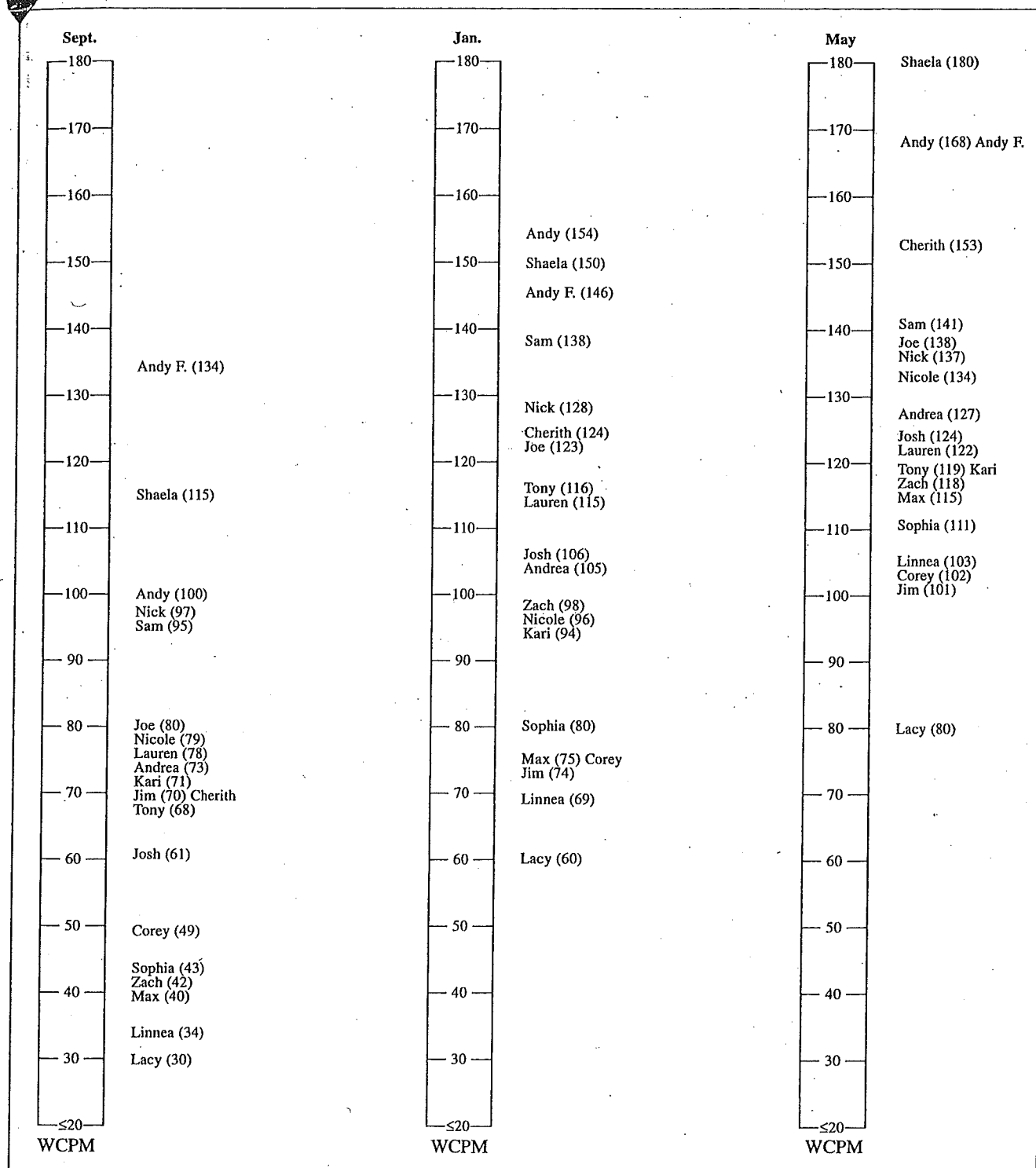


Figure 1.5

According to Hyatt (1943), who traced the history and development of oral reading over a sixty-year period, oral reading is worthwhile only when it 1) informs or entertains an audience; 2) enables students to participate in a group activity (such as choral reading); or 3) increases one's personal pleasure by reading aloud beautiful passages of literature. Unfortunately, round-robin oral reading rarely, if ever, fulfills any of these three purposes.

When it comes to fluency, there is no doubt that *meaningful oral reading is important*. A study by Eldredge, Reutzel, and Hollingsworth (1996) found that round-robin oral reading was inferior to the shared book experience in reducing students' miscues, improving reading fluency, increasing vocabulary acquisition, and improving reading comprehension. In Part 2 of this book, we offer a number of oral reading practices that promote fluency without the negatives generally associated with round-robin oral reading. Additional ideas can be found in Opitz and Rasinski (2008).

## 9. What Part of the Reading Program Should Be Devoted to Fluency Instruction?

"Fluency is one critical aspect of proficient reading" (Allington, 2009, p. 49). In a position statement of the International Reading Association (2000, p. 3), "the ability to read fluently" is among the skills students need to become readers. Shanahan (2000a) suggests that up to 25% of the instructional time for reading should be focused on fluency instruction. That percentage may be high, but it is clear that fluency should be an important component of the reading program. Once viewed as neglected (Allington, 1983a), fluency now seems to have gained an over-emphasis in many schools' reading programs. The amount of time devoted to fluency instruction may depend on the grade level and the student's facility with word identification. It is important to consider the use of fluency strategies in each area of a balanced reading program: reading aloud, shared reading, guided reading, and independent reading. Most of the strategies in this book can be used in one or more of these areas. It is important to remember that fluency strategies can also be practiced and used in the content areas not only to improve fluency, but also to increase comprehension and the enjoyment of reading informational text.

The ability to read fluently is among the skills students need to become proficient readers.

In the primary literacy standards, fluency is a standard in kindergarten, first grade, and second grade (New Standards Primary Literacy Committee, 1999). Descriptions of fluency examples for each of these three grades follow.

**Kindergarten**—Shiori reads a 78-word book with adequate intonation. She pauses appropriately for periods at the end of each sentence and points to each word as she reads. "Although an adult reader might put more punctuation and drama into the reading to make it more interesting, Shiori's reading is considered fluent for the end of kindergarten" (New Standards Primary Literacy Committee, 1999, p. 59).

**First Grade**—Christopher reads a 279-word story fluently. "He could pause more appropriately at commas when they appear just before a quotation mark. Although he usually drops his voice to note the ends of sentences, the drop could be more emphatic" (New Standards Primary Literacy Committee, 1999, p. 100). Christopher's reading is basically fluent for the end of first grade because he sounds like he knows what he is reading.

**Second Grade**—Griffin reads a 631-word story “fluently as far as clear and correct pronunciation of words is concerned. His verbal emphasis on words and phrases signals the meaning of the text. However, his intonation and phrasing could be improved. He does not pause long enough within sections of dialogue to signal the end of the speaker’s words. Sometimes he runs from one sentence right into another” (New Standards Literacy Committee, 1999, p. 147). Griffin’s reading is considered fluent for the end of second grade.

As students move beyond second grade, they should continue to exhibit attention to punctuation, good intonation, appropriate phrasing, good voice quality, and dialogue. Students should also understand what they read. Because more and more of the students’ reading will be done silently, these particular behaviors can be observed in contexts when oral reading is appropriate. Many of those contexts are presented in Part 2.

A recent study (Rasinski, Rikli, & Johnston, 2009) with students in grades three, five, and seven reported moderately strong correlations (.57–.66) between measures of oral reading fluency and silent reading comprehension. Such findings suggest that fluency appears to be an important variable in students’ reading in the upper grades and middle school.

Fluency in high school has also been investigated. One study (Rasinski, Padak, McKeon, Wilfong, Friedauer, & Heim, 2005) explored the decoding accuracy and reading rates of over 300 ninth graders in an urban high school. Students read a ninth-grade passage for one minute and then retold what they had read. The researchers found that students read with an average 97.4 percent in decoding accuracy and a reading rate of 136.4 words correct per minute. The average reading rate of these students was “below the 25th percentile for *eighth graders*” (p. 24). In addition, the reading fluency levels were correlated ( $r=.53$ ) to students’ comprehension performance. Although correlation does not imply causation, the findings led the researchers to conclude that reading fluency “needs to be considered even among high school students, and especially among struggling readers” (p. 25).

Fluency also appears to be an important variable in students’ reading in the upper grades and middle school.

## 10. What Insights Can Be Drawn from Research and Expert Opinion?

An analysis of the National Assessment of Educational Progress data revealed that approximately 44% of fourth-grade students were unable to read grade-level material with adequate fluency (Pinnell, Pikulski, Wixson, Campbell, Gough, & Beatty, 1995). In recent years, there has been increased emphasis on research-based and evidenced-based practices related to reading. Kuhn and Stahl (2000) reviewed over forty studies related to fluency and concluded that “both assisted and unassisted methods of fluency instruction have been generally effective in facilitating rate and accuracy” (p. 25). Some of the studies also found improvements in students’ comprehension.

After reviewing many studies, the contributors to the Report of the National Reading Panel (2000) noted that fluency can be improved for good readers as well as readers who struggle. “Classroom practices that encourage repeated oral reading with feedback and guidance lead to meaningful improvements in reading expertise for students” (National Reading Panel, 2000, p. 3-3). One way to judge the impact of guided oral reading procedures is to look at the effect size—the extent to which performance of the treatment group is greater than the per-

Repeated oral reading with feedback and guidance leads to improvement in reading.

**TABLE 4**  
**Effect Sizes of Repeated Oral Reading**  
**with Feedback on Three Reading Outcomes**

READING OUTCOME	EFFECT SIZE
Reading Accuracy	.55
Reading Fluency	.44
Reading Comprehension	.35

formance of the control group. Effect sizes can be small (.20), moderate (.50), or large (.80). Table 4 shows the effect sizes for reading accuracy, fluency, and comprehension. "These data provide strong support for the supposition that instruction in guided oral reading is effective in improving reading" (National Reading Panel, 2000, p. 3-3).

Klenk and Kibby (2000) also reviewed fluency research. They found that repeated reading was a common method of developing fluency, especially for students in the primary grades. They also noted that teacher modeling of the text students were about to read was another practice used to promote fluency. There are also many research studies (see Pearson & Fielding, 1991, for a review) that have shown relationships between the amount of reading students engage in and reading achievement. Allington (2009, p. 82) notes that "the evidence is quite clear that it takes a lot of reading to become a good reader." Such findings suggest that recreational reading and other independent reading (like Sustained Silent Reading) in and out of school are important considerations in any efforts to increase fluency. Some specific procedures were also highlighted in the reviews of research (Repeated Reading, Neurological Impress, and Paired Reading), so we have included them in Part 2 of the book.

## 11. What Factors Can Impact Fluency?

The most fundamental and important basis for fluency is accuracy in word recognition. The significance of this area was pointed out by Anderson, Hiebert, Scott, and Wilkinson (1985, p. 36), who noted that "one of the cornerstones of skilled reading is fast, accurate word identification." When the student recognizes most of the words quickly and easily, they are called sight words. The larger a student's sight vocabulary, the greater the likelihood that reading will be fluent. While automatic word recognition is necessary, it is not a sufficient indicator of fluent reading.

Other factors can also impact fluency:

- ❖ Reading widely and often provides practice to solidify skills and helps promote confidence in reading.
- ❖ Opportunities to participate in meaningful activities for oral reading provide helpful models and practice.
- ❖ Listening to teachers read aloud on a daily basis provides an excellent model, enlarges students' vocabularies (Elley, 1988; Layne, 1996), and helps promote the value of reading.
- ❖ Providing access to easy, interesting books that can be self-selected by students will encourage voluntary reading.

There are also many direct and indirect actions you can take to teach and promote fluency. We present many of these actions, lessons, and tips in Part 2.

The most important basis for fluency is accuracy in word recognition.

## 12. When Should Fluency Instruction Begin?

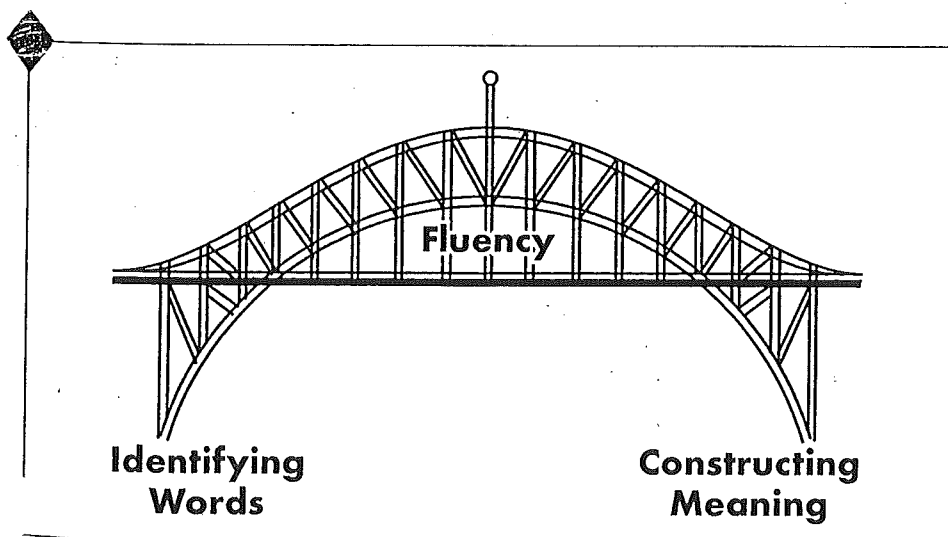
According to Kuhn and Stahl's review of research involving practices for developmental and remedial readers (2000), students need to have some basic reading ability before instruction focuses on fluency. Generally, this ability involves knowledge of sight vocabulary and an understanding of how print works. Students typically achieve this ability at the late pre-primer level. Older students who read at a late second-grade level or lower can also profit from fluency instruction. In addition, Worthy and Broaddus (2001/2002) note that fluency practice can also be used with older students to contribute to their comprehension and enjoyment of a wide range of textual materials. Although fluency instruction can generally begin in the second half of first grade, it is appropriate for students at any grade level who struggle with fluency.

Students need to have some basic reading ability before instruction focuses on fluency.

## 13. What Are the Basic Principles of Fluency Instruction?

Our review of the research, extensive reading, workshops with teachers, and professional experience led to the formulation of the following set of foundational principles related to fluency instruction.

1. Fluency is one of three core elements of skilled reading; the other two are identifying words and constructing meaning. For students, fluency is the bridge or link between the ability to identify words quickly and the ability to understand text. If students read fluently, they can focus most of their attention on the meaningful and enjoyable aspects of reading (Burns, Griffin, & Snow, 1999). Figure 1.6 shows the role fluency plays in skilled reading.
2. Fluency is linked to comprehension. The impact of oral reading practice, feedback, and guidance on comprehension "is not inconsiderable, and in several comparisons it was actually quite high" (National Reading Panel, 2000, p. 3-18). Although there is reason to believe that oral reading practice and feedback have an impact on comprehension, we want to stress the importance of assessing comprehension or inviting retellings. Students



Fluency is the bridge between the ability to identify words and the ability to understand text.

Figure 1.6

Students need to understand that the goal of reading is the construction of meaning.

need to understand that the goal of reading is the construction of meaning—not merely pronouncing words quickly and accurately. We want students to be meaning seekers who are able to read words quickly, easily, and meaningfully.

3. Fluency develops from practice (National Reading Panel, 2000). A review of in-school voluntary reading programs (SSR, self-selected reading, and intensive reading) was conducted by Krashen (2004) to summarize the effects of such programs on tests of reading comprehension. He found that students in such programs did “as well or better than students who were engaged in traditional programs” (Krashen, 2004, p. 2). There is no substitute for an abundance of reading from a wide variety of printed materials. Commenting on independent reading, Samuels (2006) notes that “the amount of time spent in independent reading should match the student’s reading ability. For higher ability readers, 40 minutes of independent reading proved to be effective. However, for the lower ability readers, 15 minutes of independent reading proved effective” (p. 33). In another study, Kuhn (2004/2005) combined practice with wide reading to significantly improve the comprehension of struggling readers. In Part 2 of the book, we offer a range of activities to help students practice reading. Some of the methods involve individual reading, partner reading, sharing in small groups, and whole class activities. A key feature of the practice is multiple readings of the same text. Such rereadings help build fluency and confidence.
4. Fluency is dependent on a variety of factors. The difficulty, complexity, and interest level of the materials used for instruction and practice impact fluency. Ideally, materials should be appropriate in difficulty and of interest to students. Helpful sources of leveled books for use in kindergarten through sixth grade have been developed by Fountas and Pinnell (2000, 2001) and Pinnell and Fountas (2002). The most critical factor in interventions for struggling readers is matching them with reading materials that “they can actually read with a high level of accuracy, fluency, and comprehension” (Allington, 2009, p. 45).
5. Fluency interventions can be differentiated based on student need. Current practices to increase or improve fluency often reflect the one-size-fits-all mentality. Instead, we would like you to use what you know or learn about your students to consider targeting particular strategies to specific students. This is often referred to as responsive instruction or intervention.

Fluency interventions can be differentiated using six reader types.

You have probably already employed different interventions to help students in word identification. For example, if three students have difficulty with word recognition, one student may need to increase sight vocabulary, another student may need instruction in the sounds associated with selected vowels, and a third student may need to be taught how to use prefixes and suffixes along with base words to help identify longer words.

In Part 2, we provide a similar approach for fluency using six reader types. By considering these types, you may be able to focus your instruction on strategies that may be especially helpful to a particular student or to a small group of students. Many of the same strategies can be used with more than one type of reader. Some strategies might also be used with the entire class, but the opportunity to provide differentiated strategies will open new avenues for meeting individual differences. The approach will be explained in Part 2.



6. Fluency can be improved by high-quality teaching. Modeling, demonstrating, and thinking out loud are some of the explicit actions you can take to help students become fluent readers. You can model fluent reading and take time to discuss what makes reading fluent. Teaching phrasing and providing guided practice will also help remove some of the mystery of fluency. In short, be ready to be explicit with your instruction when it is necessary. Systematic teaching will not leave the skill of fluency to chance. Allington (2009, p. 34) has argued that many “fluency problems are instructionally induced and instructionally maintained.” Perhaps you can critically examine your teaching behaviors to identify those that may contribute to students’ dysfluency in reading. In the words of Teale and Shanahan (2001, p. 8), “there are few positive changes as straightforward and potentially productive as an appropriate focus on fluency. It is time for us to stop ignoring the essential and to teach fluency as a regular part of our reading programs.” That teaching should be of the highest quality.

Systematic teaching will include the skill of fluency.

## 14. What Is the Purpose of Fluency Instruction?

The basic purpose of fluency instruction is to make it as easy as possible for students to comprehend text. Word-by-word reading, poor phrasing, and lack of expression all diminish students’ ability to understand text. While inefficiency in identifying words is the most important factor in fluency for students who struggle in reading (Torgesen, 2004), data from the National Assessment of Educational Progress revealed that a large percentage of fourth graders tested could read accurately but not fluently (Pinnell et al., 1995). Fluency, then, is not ensured if students can recognize words automatically. What is needed for many students is an intentional approach to fluency as a core element in the reading program. Part 2 of this book offers a number of strategies, activities, and resources that will help you provide high-quality fluency instruction that is differentiated among students so their individual needs can be better met.

A key feature of fluency practice is multiple readings of text.

# Guide for Determining Reader Types in Fluency

<p><b>Type 1: Automatic Word Callers</b> Good accuracy; very poor comprehension</p> <p><b>Connected Text</b></p> <ul style="list-style-type: none"> <li>— Very good accuracy using grade-level materials</li> <li>— Average or better rate</li> <li>— Good prosody</li> <li>— Very poor comprehension</li> </ul> <p><b>Word Lists</b></p> <ul style="list-style-type: none"> <li>— Good automaticity reading lists at or above grade level</li> <li>— Makes few miscues</li> <li>— Large sight vocabulary</li> </ul>	<p><b>Type 4: Plodding Readers</b> Slow rate; good comprehension</p> <p><b>Connected Text</b></p> <ul style="list-style-type: none"> <li>— Below average rate</li> <li>— Phrasing varies</li> <li>— Good word identification, but lacks expression</li> <li>— Some miscues</li> <li>— Acceptable to good comprehension</li> </ul> <p><b>Word Lists</b></p> <ul style="list-style-type: none"> <li>— Deliberate, slow word identification</li> <li>— Few miscues</li> <li>— Evidence of self-corrections</li> <li>— Lacks automaticity</li> <li>— Reads word lists at or above grade level</li> </ul>
<p><b>Type 2: Struggling Word Callers</b> Struggles with words and meaning; generally weak comprehension</p> <p><b>Connected Text</b></p> <ul style="list-style-type: none"> <li>— Rate may be near average or better than average</li> <li>— Expression and phrasing are uneven</li> <li>— Numerous miscues impact meaning</li> <li>— Uncorrected miscues</li> <li>— Ignores punctuation</li> <li>— Generally weak comprehension</li> <li>— Wants to get through the reading quickly</li> <li>— Shows little evidence of self-monitoring behaviors</li> </ul> <p><b>Word Lists</b></p> <ul style="list-style-type: none"> <li>— Exhibits difficulty with grade-level words</li> <li>— Races through lists</li> <li>— Makes few self-corrections</li> <li>— Weak sight vocabulary</li> </ul>	<p><b>Type 5: Monotone Readers</b> Lack of expression; comprehension varies</p> <p><b>Connected Text</b></p> <ul style="list-style-type: none"> <li>— Uses appropriate rate</li> <li>— Doesn't chunk words into meaningful phrases</li> <li>— Ignores some punctuation</li> <li>— Reading doesn't sound like talking</li> <li>— Comprehension varies; can be weak</li> <li>— Reads most words accurately</li> </ul> <p><b>Word Lists</b></p> <ul style="list-style-type: none"> <li>— Has good sight vocabulary</li> <li>— Demonstrates good automaticity</li> <li>— Reads word lists up to grade level</li> </ul>
<p><b>Type 3: Word Stumblers</b> Weak vocabulary and word identification; acceptable to strong comprehension</p> <p><b>Connected Text</b></p> <ul style="list-style-type: none"> <li>— Weak word identification below and at grade level</li> <li>— Self-corrects many miscues; uneven expression</li> <li>— Self-corrections and repetitions contribute to slow rate</li> <li>— Uncorrected substitutions often preserve most of the meaning</li> <li>— Weak sight vocabulary</li> <li>— Comprehension is often at grade level</li> <li>— Appears to monitor reading</li> </ul> <p><b>Word Lists</b></p> <ul style="list-style-type: none"> <li>— Exhibits substantial difficulty with words at and below grade level</li> <li>— Makes some self-corrections</li> <li>— Uses some word identification strategies</li> <li>— Appears to have limited sight vocabulary</li> </ul>	<p><b>Type 6: Severely Disabled Readers</b> Reading far below grade level</p> <p><b>Connected Text</b></p> <ul style="list-style-type: none"> <li>— Slow, halting reading with numerous miscues</li> <li>— Slow rate due to limited sight vocabulary and passage difficulty</li> <li>— Limited phrasing and expression</li> <li>— Weak comprehension</li> </ul> <p><b>Word Lists</b></p> <ul style="list-style-type: none"> <li>— Lack of automaticity at and below grade level</li> <li>— Numerous miscues on graded word lists</li> <li>— Limited self-corrections</li> <li>— Minimal sight vocabulary</li> </ul>

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## Reader Type 1: Automatic Word Callers

The student sounds fluent, but exhibits very poor comprehension.

### Behaviors Observed

(Check Those That Apply)

#### Connected Text

- ☐ Very good accuracy using grade-level materials
- ☐ Average or better rate
- ☐ Good prosody
- ☐ Very poor comprehension

#### Word Lists

- ☐ Good automaticity reading lists at or above grade level
- ☐ Makes few miscues
- ☐ Large sight vocabulary

### Suggested Interventions

**Instructional Focus: Develop a concept of reading in which meaning is central.**

Check items below that you use with the student.

- ☐ Help the student understand that reading is constructing meaning
- ☐ Build background by previewing and creating purposes for reading
- ☐ Read phrases and sentences followed by questions
- ☐ Move from shorter to longer selections; discuss content

Institute multiple opportunities for silent reading.

- ☐ Read and Relax (pp. 114)
- ☐ Sustained Silent Reading (p. 117)

Use strategies to build comprehension.

- ☐ Use the Oral Recitation Lesson (p. 122)
- ☐ Practice Paired Reading (p. 72)
- ☐ Develop and expand word meanings (see Type 3)
- ☐ Use Book Bits (p. 126)
- ☐ Use Preview-Pause-Prompt-Praise (p. 79)

Expand opportunities for performance reading.

- ☐ Say It Like the Character (p. 100)
- ☐ Guess the Emotion (p. 102)
- ☐ Readers Theater (p. 109)
- ☐ Just Joking (p. 106)
- ☐ Performance Poetry (p. 111)
- ☐ Use Radio Reading (p. 129)



## Reader Type 2: Struggling Word Callers

The student struggles with words and meaning; generally weak comprehension.

### Behaviors Observed

(Check Those That Apply)

#### Connected Text

- ☐ Rate may be near average or better than average
- ☐ Expression and phrasing are uneven
- ☐ Numerous miscues impact meaning
- ☐ Uncorrected miscues
- ☐ Ignores punctuation
- ☐ Generally weak comprehension
- ☐ Wants to get through the reading quickly
- ☐ Shows little evidence of self-monitoring behaviors

#### Word Lists

- ☐ Exhibits difficulty with grade-level words
- ☐ Races through lists
- ☐ Makes few self-corrections
- ☐ Weak sight vocabulary

### Suggested Interventions

**Instructional Focus: Develop sight and meaning vocabulary along with comprehension.**

Check items below that you use with the student.

- |  |   |
|--|---|
| <input type="checkbox"/> Provide materials at the student's instructional level, typically below grade placement | <input type="checkbox"/> Use Classroom Karaoke (p. 97)              |
| <input type="checkbox"/> Introduce and develop self-monitoring and correction strategies                         | <input type="checkbox"/> Practice Echo Reading (p. 60)              |
| <input type="checkbox"/> Model through Teacher Read Alouds (p. 38)   | <input type="checkbox"/> Use Structured Repeated Reading (p. 82)    |
| <input type="checkbox"/> Strengthen Basic Sight Vocabulary (p. 44)   | <input type="checkbox"/> Practice Radio Reading (p. 129)            |
| <input type="checkbox"/> Teach needed Word Identification strategies (p. 51)                                     | <input type="checkbox"/> Use Language Experience (p. 40)            |
| <input type="checkbox"/> Teach and use retellings  | <input type="checkbox"/> Make use of Shared Book Experience (p. 58) |
| <input type="checkbox"/> Use the Oral Recitation Lesson (p. 122)   | <input type="checkbox"/> Use Book Bits (p. 126)                     |
| <input type="checkbox"/> Practice Paired Reading (p. 72)   | <input type="checkbox"/> Mark Phrase Boundaries (p. 67)             |
|  | <input type="checkbox"/> Use Tape, Check, Chart (p. 92)             |

Offer multiple opportunities for silent reading.

- ☐ Read and Relax (p. 114)
- ☐ Sustained Silent Reading (p. 117)



## Reader Type 3: Word Stumblers

The student stumbles over words, but has acceptable to strong comprehension.

### Behaviors Observed

(Check Those That Apply)

#### Connected Text

- ☐ Weak word identification below and at grade level
- ☐ Self-corrects many miscues; uneven expression
- ☐ Self-corrections and repetitions contribute to slow rate
- ☐ Uncorrected substitutions often preserve most of the meaning
- ☐ Weak sight vocabulary
- ☐ Comprehension is often at grade level
- ☐ Appears to monitor reading

#### Word Lists

- ☐ Exhibits substantial difficulty with words at and below grade level
- ☐ Makes some self-corrections
- ☐ Uses some word identification strategies
- ☐ Appears to have limited sight vocabulary

### Suggested Interventions

**Instructional Focus: Provide systematic instruction to build sight vocabulary.**

Check items below that you use with the student.

- |  |  |
|--|--|
| <input type="checkbox"/> Encourage reading at independent and instructional levels                       | <input type="checkbox"/> Encourage student to read aloud to less able students       |
| <input type="checkbox"/> Use fluency phrases from Basic Sight Vocabulary (p. 44)                         | <input type="checkbox"/> Practice Reading While Listening (p. 94)                    |
| <input type="checkbox"/> Mark Phrase Boundaries (p. 67)  | <input type="checkbox"/> Use Neurological Impress (p. 78)                            |
| <input type="checkbox"/> Use Structured Repeated Reading (p. 82) and Simplified Repeated Reading (p. 85) | <input type="checkbox"/> Praise student's self-correction efforts                    |
| <input type="checkbox"/> Practice Tape, Check, Chart (p. 92)   | <input type="checkbox"/> Expand repertoire of Word Identification strategies (p. 51) |
| <input type="checkbox"/> Provide Choral Reading experiences (p. 61)                                      | <input type="checkbox"/> Use Classroom Karaoke (p. 97)                               |
| <input type="checkbox"/> Use Readers Theater (p. 109)  | <input type="checkbox"/> Use Paired Reading (p. 72)                                  |

Provide opportunities for silent reading.

- ☐ Read and Relax (p. 114)
- ☐ Sustained Silent Reading (p. 117)

Develop and expand word meanings.

- ☐ Text Talk (p. 237)\*
- ☐ Semantic Mapping (p. 187)\*
- ☐ Multiple Meaning Maps (p. 113)\*
- ☐ Vocabulary Self-Collection (p. 277)\*
- ☐ Semantic Feature Analysis (p. 181)\*

\*The page references are taken from Johns, J.L., Lenski, S.D., & Berglund, R.L. (2006). *Comprehension and Vocabulary Strategies for the Elementary Grades* (2nd ed.). Dubuque, IA: Kendall Hunt.

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## Reader Type 4: Plodding Readers

The student reads material slowly, at or near grade level, with acceptable to good comprehension.

### Behaviors Observed

(Check Those That Apply)

#### Connected Text

- ☐ Below average rate
- ☐ Phrasing varies
- ☐ Good word identification, but lacks expression
- ☐ Some miscues
- ☐ Acceptable to good comprehension

#### Word Lists

- ☐ Deliberate, slow word identification
- ☐ Few miscues
- ☐ Evidence of self-corrections
- ☐ Lacks automaticity
- ☐ Reads word lists at or above grade level

### Suggested Interventions

**Instructional Focus: Develop phrasing and expression while increasing rate.**

Check items below that you use with the student.

- ☐ Provide easy reading materials slightly below grade level
- ☐ Use fluency phrases from Basic Sight Vocabulary to build automaticity (p. 44)
- ☐ Mark Phrase Boundaries (p. 67)
- ☐ Implement Reading While Listening (p. 94)
- ☐ Use Say It Like the Character (p. 100)
- ☐ Use Guess the Emotion (p. 102)
- ☐ Practice Echo Reading (p. 60), Choral Reading (p. 61), and Antiphonal Reading (p. 63)
- ☐ Use the Fluency Development Lesson (p. 68)
- ☐ Use Radio Reading (p. 129)
- ☐ Use Just Joking (p. 106)
- ☐ Use Performance Poetry (p. 111)

Use Repeated Readings.

- ☐ Structured Repeated Reading (p. 82)
- ☐ Simplified Repeated Reading (p. 85)
- ☐ Student Self-Managed Repeated Reading (p. 86)



## Reader Type 5: Monotone Readers

The student's oral reading lacks prosody (e.g., phrasing, tone, pitch, stress, rhythm, pauses, intonation, expression); comprehension varies.

### Behaviors Observed

(Check Those That Apply)

- |   |   |
|---|---|
| <b>Connected Text</b><br><input type="checkbox"/> Uses appropriate rate<br><input type="checkbox"/> Doesn't chunk words into meaningful phrases<br><input type="checkbox"/> Ignores some punctuation<br><input type="checkbox"/> Reading doesn't sound like talking<br><input type="checkbox"/> Comprehension varies; can be weak<br><input type="checkbox"/> Reads most words accurately | <b>Word Lists</b><br><input type="checkbox"/> Has good sight vocabulary<br><input type="checkbox"/> Demonstrates good automaticity<br><input type="checkbox"/> Reads word lists up to grade level |
|---|---|

### Suggested Interventions

**Instructional Focus: Develop reading that sounds more like talking.**

Check items below that you use with the student.

- ☐ Share Teacher Read Alouds (p. 38)
- ☐ Create a Super Signals chart (p. 65)
- ☐ Use the Oral Recitation Lesson (p. 122)
- ☐ Practice Radio Reading (p. 129)
- ☐ Use Book Bits (p. 126)
- ☐ Use Tape, Check, Chart (p. 92)

Offer multiple opportunities for Shared Reading.

- ☐ Echo Reading (p. 60)
- ☐ Choral Reading (p. 61)
- ☐ Antiphonal Reading (p. 63)
- ☐ Mark Phrase Boundaries (p. 67)
- ☐ Use the Fluency Development Lesson (p. 68)
- ☐ Institute Reading While Listening (p. 94)

Provide opportunities for Performance Reading.

- ☐ Say It Like the Character (p. 100)
- ☐ Guess the Emotion (p. 102)
- ☐ Readers Theater (p. 109)
- ☐ Just Joking (p. 106)
- ☐ Performance Poetry (p. 111)

## Reader Type 6: Severely Disabled Readers

The student is a severely disabled reader who is functioning far below grade level.

### Behaviors Observed

(Check Those That Apply)

#### Connected Text

- ☐ Slow, halting reading with numerous miscues
- ☐ Slow rate due to limited sight vocabulary and passage difficulty
- ☐ Limited phrasing and expression
- ☐ Weak comprehension

#### Word Lists

- ☐ Lack of automaticity at and below grade level
- ☐ Numerous miscues on graded word lists
- ☐ Limited self-corrections
- ☐ Minimal sight vocabulary

### Suggested Interventions

**Instructional Focus:** Use materials at the student's independent and instructional levels.

Check items below that you use with the student.

- ☐ Use Teacher Read Alouds for modeling (p. 38)
- ☐ Make use of Language Experience (p. 40)
- ☐ Consider the need to develop Phonemic Awareness (p. 42)
- ☐ Strengthen Basic Sight Vocabulary (p. 44)
- ☐ Teach needed Word Identification skills (p. 51)

Implement extensive opportunities to increase volume of reading.

- ☐ Read and Relax (p. 114)
- ☐ Sustained Silent Reading (p. 117)

Develop proficiency using easy materials.

- ☐ Use Reading While Listening (p. 94)
- ☐ Practice Structured Repeated Reading (p. 82)
- ☐ Use Echo Reading (p. 60) and Choral Reading (p. 61)
- ☐ Use the Fluency Development Lesson (p. 68)
- ☐ Use the Oral Recitation Lesson (p. 122)
- ☐ Make use of Shared Book Experience (p. 58)
- ☐ Use Readers Theater (p. 109)
- ☐ Try Classroom Karaoke (p. 97)
- ☐ Use Neurological Impress (p. 78)